



**GRAND VALLEY
STATE UNIVERSITY**

COLLEGE OF EDUCATION

Cooperating Teacher Handbook

Special Education Student Teaching

EDS 471 and 472



Dear Cooperating Teacher,

Thank you so much for your willingness to host and mentor a Grand Valley State University Teacher Candidate. The role you play is critical in the development of well-prepared, beginner-level teachers and as such represents an invaluable contribution to the profession. We are honored that you are willing to provide this contribution in partnership with us and for the betterment of our teacher candidates. This handbook contains information about the Teacher Assisting semester that should be useful to both you and your Teacher Assistant. If you have additional questions, please feel free to contact your Teacher Assistant's Field Coordinator or me at 331-6650.

Again, thank you for your efforts.

Best Regards,

A handwritten signature in black ink that reads 'Amy Schelling'. The signature is written in a cursive, flowing style.

Dr. Amy Schelling
Director of Teacher Education
College of Education
Grand Valley State University

Dear Valued Mentor Teacher,

We want to express our gratitude for your willingness to continue to partner with us in the vital work of preparing future teachers during this challenging time. We want to share with you what we are doing in GVSU Teacher Preparation to ensure that our teacher candidates are prepared to safely and effectively engage in teacher assisting and student teaching this fall.

Health and Safety

- GVSU has developed a robust process for monitoring student health. Our teacher candidates will be required to complete an online self-assessment each day before attending class and arriving at their placement. The university is partnering with Spectrum Health to monitor responses, and students will receive guidance and be closely monitored should they be exposed to or contract COVID-19.
- Face coverings that cover the mouth and nose are required indoors. Face coverings are required outdoors when social distancing is not possible. Our teacher candidates will be expected to follow the health and safety protocol implemented in their placement school.
- Teacher education courses, field seminars, and professional development will be conducted online synchronously to minimize in-person contact.

Clinical Field Placement- Teacher Assisting and Student Teaching

- GVSU teacher candidates are aware they have a responsibility for the students' health and safety that they serve in their field placement classroom and school. Teacher candidates will be directed NOT to attend their placement if they are exposed to, are feeling ill or suspect they have COVID-19, or have answered yes to any of the GVSU self-assessment questions. Additionally, they will immediately contact their mentor teacher and university field coordinator.
- Teacher candidates will be expected to adhere to the class/school/teacher schedule and instructional format (e.g., in-person, hybrid, or staggered days/times, online).
- Teacher candidates will receive faculty/COE support with the technology used to engage with the classroom, mentor teacher, and students. Each GVSU student will have a university-provided Zoom web conferencing account.
- Faculty are planning seminar and professional development topics timely for this fall, including best practices for teaching online (synchronously and asynchronously), trauma-informed communities, co-teaching models, and creating and sustaining equitable learning environments.
- GVSU university field coordinators (UFCs) will be trained in conducting virtual observations of student teaching sessions and will be directed to complete observations, student debriefing, and mentor teacher conferencing virtually to assist with supporting your district's visitor policy and eliminate the need for accommodations for social distancing requirements in face-to-face classrooms by introducing someone else into the classroom.
- Each teacher candidate is assigned an experienced and highly qualified GVSU UFC who is ready to support the instructional collaboration between GVSU's teacher candidate and their mentor teacher across any of the Return to Learn instructional plan formats utilized by your school.

Lastly, we want you to know that we deeply value the partnership that we have with you as we engage together in the critical work of preparing effective novice teachers. During this unique and challenging academic year to come, while our expectations for our teacher candidates remain consistently high, we are prepared to be nimble and make adjustments to ensure that our teacher candidates are an asset to your classrooms and schools regardless of instructional format.

On behalf of the teacher preparation program at GVSU, thank you for your continued partnership.

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COVID-19 Related Information for Teacher Assisting and Student Teaching

The teacher education profession requires its practitioners to commit to professional responsibility and the demonstration of appropriate interpersonal and ethical behavior. As a GVSU teacher candidate, you have a responsibility for the health and safety of yourself and the students that you serve in your field placement classroom and school. To that end, we ask that you please be mindful of the practices outlined on the Laker's Together web page. Specifically, please practice healthy hygiene habits, including frequent hand washing, wearing a face-covering indoors and outdoors when around other people, adhere to social distancing guidelines, avoid large gatherings, and complete a self-assessment daily through the web portal (linked below).

Health and Safety

To access the latest GVSU information and resources on COVID-19 please refer to the [Lakers Together web page](#).

CDC Guidelines on preventing illness: <https://www.cdc.gov/coronavirus/2019-ncov/about/prevention-treatment.html>

The [GVSU COVID-19 Self-Assessment](#) **MUST** be completed every day and prior to arriving at your placement. This is a requirement for participation in your in-person or hybrid field placement- you will need a thermometer to monitor your temperature daily

- If you do not receive a green PASS, stay home and follow the guidance provided. If you receive a red X, next steps will be provided based on the reason for not passing the assessment. **Please also contact your UFC and CT immediately.**

The [GVSU Face Covering Policy](#) applies to your field experience.

You will also be required to follow your placements school-based health and safety rules/expectations.

- If there are differences between the university and school placement health and safety protocols, follow whatever is most strict in terms of upholding personal and student safety.
- **If your district requires a daily health screener, you are required to complete it daily prior to going to your placement.**

Travel

The [CDC Travel Guidance](#) currently indicates that the risk of becoming infected and spreading COVID-19 increases with travel. **The best way to protect yourself and others from getting sick is to avoid all non-essential travel.** This includes, but is not limited to travel for vacation/recreation/pleasure.

- Some modes of travel, **particularly air travel** may make social distancing difficult, increasing risk for COVID-19.

If you plan to travel by air, which is not advisable, please notify your UFC and CT. You will need to follow the travel protocol outlined by your placement district. Please know that some districts require employees, staff, and others who travel to self-quarantine for 14 days upon their return, which could impact your placement experience and require days to be made up.

[GVSU Personal Travel Guidance](#)

What if I feel fine but know that I have been exposed to COVID-19?

As a GVSU teacher candidate, you have the responsibility for the health and safety of the students that you serve in your field placement classroom and school setting. If you have been exposed to COVID-19, **do NOT attend your field placement**. Complete the COVID-19 Self-Assessment and alert your university field coordinator and cooperating teacher immediately.

Clinical Field Placement Expectations

You are expected to adhere to the class/school schedule and structure of your assigned cooperating teacher/PK-12 school setting. You will be expected to follow the health and safety guidelines required by your PK-12 school and classroom setting. You will be expected to complete all requirements of the teacher assisting/student teaching experience outlined in your field course syllabi.

Absence Policy

According to GVSU Approved Temporary Academic Policies - Winter 2021, **COVID-19 related absences** will be excused. Students also have the ability to quarantine at any point of the semester if you are concerned about COVID-19. Class/field placement participation may still be a part of a student's grade as engagement can be accomplished in multiple ways. Coursework/fieldwork missed because of excused absences should be made up to the satisfaction of the instructor and/or for fulfillment of Michigan Department of Education clinical field hour requirements for certification.

If you are required to be out of your classroom placement due to a COVID-19 related reason and you are NOT sick (e.g., exposed, not symptomatic, required to quarantine), you will be asked to continue with your placement responsibilities, as can be done virtually, and as determined in collaboration with your CT and UFC.

Your health is our top priority, so if you ARE sick, you will not be expected to engage with your placement while you are sick. Should you miss days, you will work with your UFC and UFD to ensure teaching requirements are met and if extended placement time will be necessary.

- In case of excessive absences, the instructor may refuse to grant credit for the course. Under some circumstances, an incomplete grade followed by a resolution according to university policy, or withdrawal from the course, is appropriate.

- Incomplete Policy- If you become sick for an extended period of time and are unable to make up missed days, the [GVSU Incomplete Grade Policy](#) must be followed. All clinical field requirements must be satisfactorily completed to earn course credit and ensure that the earned grade is posted to the Banner system, prior to recommendation to the state for teacher certification and graduation.

Technology Requirements

Please refer to the general technology requirements for online and hybrid courses found here: <https://www.gvsu.edu/online/technology-requirements-for-onlinehybrid-courses-8.htm>.

Additionally, all teacher candidates should be prepared to move to virtual teacher assisting or student teaching in the event that their school determines it is necessary to shift instructional formats. It is likely that at some point in the semester, you may be required to engage with your students and cooperating teacher in your placement classroom virtually.

Each teacher assistant and student teacher will have access to and use GoReact. GoReact is an easy to use tool for creating teaching practice enactment videos and for allowing your UFC and CT to provide meaningful feedback.

[GoReact Student Resources](#)

Each GVSU student will have their own Zoom account. Zoom can be used to meet virtually with your UFC. It will also be the web conferencing tool used for synchronous seminars and professional development.

[GVSU Zoom Information](#)- Please view the Zoom Security Tips

Substitute Teaching:

Teacher Assisting- Whether your placement is delivering instruction in an in-person, hybrid, or virtual format, you are required to complete the equivalent of five half days per week, required to attend a weekly seminar, professional development sessions, and are expected to take additional courses. Teacher assistants are NOT allowed to substitute teach in the classroom where they are completing their teacher assisting assignment. Substitute teaching can not replace any of the teacher assisting student contact hours.

Student Teaching- Whether your placement is delivering instruction in an in-person, hybrid, or virtual format, you are required to attend your placement five full days per week, required to attend a weekly seminar, professional development sessions, and typically one additional course. Student teachers are allowed to substitute teach in the classroom where they are completing their student teaching for a total of 5 full days.

**College of Education
Special Education
STUDENT TEACHING
EDS 471, EDS 472**

College of Education Mission: ~~Teaching, Leading and Learning in a Democratic Society~~

We believe that schools function as social and political entities as well as for the growth of individuals. We prepare candidates to:

- Enhance the academic and personal potential of their students,
- Establish policies and practices that promote democratic education,
- Evaluate the social and ethical implications of educational policies and practice.

We value these ideals in our candidates, our faculty, and our relationships with the larger communities we serve:

- Expertise to guide our practice,
- Equity to guide our interactions,
- Liberal Education to guide our perspectives,
- Social Responsibility to guide our commitment to democratic education.

What is Student Teaching?

Special Education student teaching is Grand Valley State University's senior year clinical experience designed for student teaching in the areas of emotional impairments and cognitive impairments. Student Teachers are in their assigned classrooms for a ten-week placement.

What are Student Teachers required to do?

All Grand Valley State University teacher certification candidates should demonstrate:

1. Effective *communication* skills.
2. Effective *classroom management* skills.
3. Evidence of *stamina* as indicated by regular attendance and participation in the classroom and in university seminars.
4. Evidence of *energy and enthusiasm* as indicated by attitude and effort expended throughout the semester in all environments.
5. Evidence of *curiosity* about the teaching/learning process as indicated by asking questions and engaging in professional discussions with colleagues, cooperating teacher, etc.

6. Evidence of *care and concern* for all students, regardless of race, class, culture, gender, or exceptionality.
7. Effective *planning* for instruction.
8. The ability to *accept honest feedback* and constructive evaluation.
9. *Competence in subject matter* and possess a strong general knowledge base.
10. The ability to *establish rapport* with students, faculty, parents, administration, etc.

What is the role of the University Coordinator?

Student teachers are assigned a University Coordinator whose responsibilities include visiting the school, meeting with appropriate personnel, observing the student teacher's performance a minimum of five times during the semester, and consistently conferring with the cooperating teacher as well as with the student teacher. The Coordinator will attempt to answer questions concerning our program, our expectations and requirements, our seminar content, and the evaluation process/procedures.

The Coordinator is responsible for official evaluation of the student teacher using recommendations from the cooperating teacher, seminar requirements, and the College of Education's expectations.

The Coordinator assigned to the student teacher will arrive shortly after the beginning of the semester. The Coordinator is a trained observer of teacher performance and has been a classroom teacher prior to his/her appointment to Grand Valley State University's College of Education's faculty. *Please feel free to discuss with your Coordinator any questions or concerns you may have regarding the student teaching program.*

What is the role of the Cooperating Teacher?

Your acceptance of a student teacher indicates your willingness to assume a crucial role in a significant learning opportunity. As a cooperating teacher, your role as a *collaborating teacher* can be an opportunity for both you and your Grand Valley State University student. Please consider these suggestions as you assume your mentorship role.

1. Build open, caring *rapport* with the student teacher.
2. Provide a highly *supportive climate*, accepting the student teacher as a team member with you and the school.
3. Provide specific constructive *feedback* about your daily observations.
4. Ask your student teacher to *self-evaluate* and be reflective about his/her teaching.
5. Use *questioning* as an observation technique.
6. Use a *reflective dialogue journal* for comments, notes, questions and informal communications back and forth between you and your student teacher.
7. Conduct *regular conferences* with your student teacher. Share your planning. Ask for input from your student teacher.
8. *Involve your student teacher* in the decisions as to what objective(s) are to be evaluated during specific lessons.
9. Generally, *avoid interrupting* an on-going lesson, wait for a more appropriate time to provide correction and/or suggestion for improvement of the lesson or its delivery.
10. Hold high *expectations* and standards of performance for your student teacher.
11. Model current best practice.
12. *Share your observations* with the University Coordinator.
13. Complete the Student Teacher Evaluation Form, which addresses the Four Domains of Professional Practice at mid-term and at the end of the student teaching experience.
14. Complete the *mid-term and final evaluation forms* and share these evaluations with your student teacher. The major purpose of evaluation is growth in teaching effectiveness. The Final Evaluation Form will be placed in the student's placement file at Career Services.

What are some things the Cooperating Teacher can do to enhance the student teaching experience?

At the beginning of the student teaching semester, you might consider:

1. Preparing a list of your expectations of your student teacher's professional performance, such as:
 - arrival and departure times
 - school calendar
 - conferences (dates & times)
 - meetings (dates & times)
 - appropriate dress
 - professional conduct
 - teaching duties (your student teacher should follow your schedule and share your responsibilities)
2. Preparing a place in your room, that "belongs" to the student teacher. This might include:
 - a desk, (if possible) or a small table
 - teaching supplies (i.e. paper, pens/pencils, stapler, tape, etc.)
 - textbooks and teacher editions
 - dictionary
 - plan book
3. Arranging a meeting between your student teacher and your faculty, your administration, and your parent organization when appropriate.
4. Preparing a professional library including:
 - journals
 - district curriculum guides & grade level objectives
 - handbooks
5. Preparing a list of school procedures and guidelines such as:
 - playground rules
 - lunch hour guidelines
 - emergency procedures, etc.
6. Preparing your classes for the arrival of your student teacher.

During the Student Teaching semester, you may wish to:

1. Provide for a regular meeting time between you and the student teacher for:
 - discussion and reflection
 - planning and preparation
 - sharing of ideas (i.e. content; instructional strategies; classroom, environment, etc.)
 - preparing for extended periods of full responsibility for the student teacher
2. Provide frequent encouragement.
3. Offer honest feedback even when it is not entirely positive.
4. Keep a record of your student teacher's performance (i.e. anecdotal documentation).
5. Take notes on lessons taught by the student teacher and share your thoughts.
6. Arrange a time for your administrator to observe and/or meet with your student teacher.
7. Arrange to demonstrate such things as techniques of:

brain-based learning	conferencing with parents
motivation	cooperative learning
pupil assessment	integrated/thematic instruction
student involvement	portfolio preparation
questioning skills	varying lesson types
critical thinking	audio-visual use
transitions between activities	critical thinking skills
computer use	adapting lessons
differentiating curriculum	creating authentic assessments
performance-based assessments	inquiry based learning

We suggest that you continue to model effective teaching throughout the semester, even as your student teacher assumes greater classroom responsibilities.

8. Allow your student teacher to try “new” things and to make “mistakes”.
9. Encourage self-confidence, self-reliance, and accountability in your student teacher.

FOCUS ON STUDENT TEACHER CONCERNS

As in human development, the stages of teacher development have been found to follow a predictable sequence. The primary focus of a Student Teacher's concern is a clue to his/her developmental level. Cooperating Teachers and University Coordinators can be aware of and sensitive to the level of Student Teachers' development and give appropriate suggestions at each stage. (The stages start at the bottom and work up.)¹

Expression of deep concern about students' treatment: their individual learning, social, and emotional needs. Feelings of inadequacy may emerge from the student teacher.

LEVEL FOUR - CONCERNS ABOUT STUDENTS

Concerns about the best ways to explain and present content (i.e. subject/pedagogy focused). Concerns regarding the professional and personal demands placed on all teachers.

LEVEL THREE - CONCERNS ABOUT METHODS

Idealized concerns about pupils tend to be replaced by concerns about their own survival as teachers; focused on management concerns and mastery of the content.

LEVEL TWO - CONCERNS ABOUT SURVIVAL

At this level, the new Student Teacher is apt to identify more with the learners than with teachers, having been a student for so long, and just now becoming a teacher.

LEVEL ONE - CONCERNS ABOUT SELF

¹ Based on Fuller and Brown (1975), *Becoming a teacher* and Lidstone & Hollingsworth (1992). A longitudinal study of cognitive change in beginning teachers: Two patterns of learning to teach. *Teacher Education Quarterly*, 19(4), 39-57. Originally adapted by the College of Education in 1988 and then revised in 2007.

Professionalism

One of the most important elements of being a teacher/educator is the belief that we are professionals. Being part of a profession carries with it certain perceptions and expectations. The guidelines that follow are twofold. They provide the College of Education's Cooperating Teachers and practicum students with professional expectations (i.e. expectations during the practicum semester).

Professionalism means:

- Always being prompt (for seminars and daily field experiences)
- Always being attentive and interested in the task and the people involved in the task (get to know the people in your building)
- Exhibiting curiosity about your profession (join professional organizations as soon as you can, attend seminars and workshops)
- Always exploring other avenues to produce the best (the traditional way of teaching might not always be the best for your students) techniques
- Being genuinely concerned about your students, academically and emotionally (these are your students, who parents have entrusted you)
- Showing a desire to help peers and others in achieving goals (being a team player enhances your abilities and others)
- Being willing to devote time to the demands of the profession (serving on committees, attending parent-teacher conferences show commitment)
- Keeping negative feelings to yourself (your coordinator is there to assist with concerns)
- Communicating concerns through the appropriate channels (in any organization there is a level of command and procedures to follow)
- Establishing a link with peers, coordinators, and school personnel (networking and establishing support systems are vital)
- Finding ways to assess your progress and successes (make a list of your positives and potentials)
- Modeling positive elements consistently and serving as an appropriate role model for students
- Demonstrating: dependability, punctuality, honesty and integrity
- Demonstrating: appropriate humor and tact, curiosity and creativity
- Exhibiting industriousness and initiative
- Demonstrating appropriate dress, cleanliness and manners

How are Student Teachers evaluated?

The evaluation process is continuous. Informal sessions should be a part of the daily and/or weekly conferences between the Cooperating Teacher and the Student Teacher. In addition to those informal sessions, there are four formal evaluations required during this experience, two at mid-term and the other two at semester end. Samples of the instruments are included in this packet. Actual forms will be distributed to you early in the semester. If you do not receive them please call 331-6650 and request them to be sent/delivered.

Informal Evaluation – Some suggestions

The following areas are some you may wish to consider as you observe and give feedback to your student teacher. This is not intended as a definitive list. Please use your own professional judgment when selecting from this list.

1. *Routine:* papers are collected and returned quickly and systematically. Attendance is checked promptly and efficiently.
2. *Housekeeping:* room clean, well arranged and in order. Ventilation, lighting and temperature are satisfactory.
3. *Class Orientation:* quick review of previous work is given. Current assignment is clear and relative to past and future work. Attempt to involve students and hold interest.
4. *Lesson Plans:* follows a written plan. Lesson is significant and addresses a grade level standard. The lesson's objective is clear, plan is flexible, sequence is appropriate, materials are ready and add to the understanding of the lesson and the lesson has an evaluation component (when appropriate).
5. *Teaching Aids:* bulletin boards, displays, exhibits, and/or worksheets apply to the general theme of the lesson. Use of dry erase board, overhead projector and other teaching aids are used clearly & appropriately.
6. *Class Activities:* all or nearly all students are involved, and/or participating.
7. *Individual Differences:* students with special needs are being accommodated. Provision is made for faster/slower learners by use of differentiating curriculum and/or extension activities.
8. *Motivation:* pupils are challenged. Pupil success is considered during the lesson. Genuine, specific praise/feedback is given when appropriate.
9. *Distractions:* quick recovery after interruptions. Demonstrates skill when handling deliberate efforts of class/individual to divert teacher's attention/purpose.
10. *Assignments:* clear, relative, reasonable assignments given orally, written on board or worksheet. Provision for individual differences are made.
11. *Modeling:* expected behaviors are modeled by teacher. Provision made for checking for understanding, guided practice, independent practice, and assessment of lesson's objective.
12. *General Atmosphere:* teacher displays respect. Climate is orderly, cooperative, open and accepting.

General Suggestions for Writing Final Recommendations

1. They should be typed. Please use front only. Add attachment if more space is needed. Margin for a word processor are top 3", left 1", right 1", bottom 1". Form is available on line. However, once typed the form must be printed and signed by the Cooperating Teacher. (i.e. an original signature is necessary)
2. Check spelling, punctuation, and grammar. Errors in these matters detract from the credibility of the recommendation when being read by future employers.
3. Share a draft of the final recommendation with the student.
4. Accentuate the positive. Remember that you are recommending a "beginning" teacher, not an experienced professional. Criteria need to be applied in a relative way.
5. Substantiate statements with evidence. Rather than, "Attendance was poor." Try, "he was absent five days during the ten weeks..."
6. Be careful about making judgments: "Alice smelled of cigarette smoke." Unless something had a "direct bearing" on the student teacher's performance, don't include it.
7. Be careful not to make presumptuous conclusions. If you are uncertain of the cause of a problem, avoid comments such as, "Bob's problem was not getting enough sleep."
8. Phrase negative comments carefully (e.g. "Fred has good behavior management skills in structured situations and continues to improve in unstructured ones." or "Sally's organizational skills are beginning to evolve.").
9. Give the student teacher a copy of the recommendation.
10. Remember that what one is professionally as a student teacher is not one will always be. If a student teacher has shown positive growth, describe him/her as what he/she is now. Indicate your belief in his/her professional potential.
11. Be especially positive if it is appropriate. If you have a real "Super Star," let the evaluation reflect this. Use superlatives. Give examples. Show your personal enthusiasm. (i.e. outstanding, exceptional, exemplary, etc.)
12. Ask your University Field Coordinator for input or suggestions. We want to help you feel comfortable with the recommendation. We also want to present the student in the best way possible.

Informal Evaluation – Additional Suggestions

As your student teacher becomes more established and takes on greater responsibilities, you may wish to consider the following while evaluating specific lessons:

1. Was the objective for the lesson clearly stated to the students? Did it relate to a grade-level standard?
2. Did the Student Teacher attain his/her goal? How are the students assessed?
3. Did the Student Teacher relate this lesson to previous lessons?
4. Was provision made for differences in learners?
5. Were the students successful?
6. Was the lesson interesting, functional and relevant?
7. Did the Student Teacher use the ideas and interests of the students?
8. Were instructional aids prepared? Effectively used?
9. Does the Student Teacher appear comfortable in the teaching role?
10. Is the Student Teacher enthusiastic about teaching?
11. Does the Student Teacher listen to the students?
12. Were the students thinking during the lesson?
13. Was material presented at the correct level of difficulty?

After observation, you may wish to ask the following of the Student Teacher:

1. What were the strengths of the lesson? Did you accomplish your objective?
2. What, if anything, would you change about the lesson?
3. Do you think it was successful? Why? How do you know students accomplished your objective? What evidence do you have?
4. Do you think the content covered was important to the students? Why?
5. Is there another way you might have taught this lesson?

The above lists are offered only as suggestions. You are not required to use the ideas presented here. Previous Cooperating Teachers have found many of these points to be helpful in conducting the frequent informal conferences, which occur during the student teaching semester.

QUESTIONS TO HELP YOU ANALYZE A LESSON

ANTICIPATORY SET

- Did the pupils seem to know what was expected of them in terms of behavior?
- Did the student teacher have difficulty getting the pupils' attention?
- Were all materials and equipment to be used for the lesson in place and ready for use?
- Did the student teacher focus the pupils' attention on the lesson?

STANDARD/OBJECTIVE

- Was the intended outcome of the lesson clearly stated to the pupils? Does it relate to a specific standard?
- Were the pupils' shown how the lesson related to previous learning or needs they had experienced?*

INSTRUCTIONAL INPUT

- Did the student teacher give adequate explanation of the learning before the pupils were expected to put it into practice?
 - What strategies did the student teacher use to assist the pupils' understanding?
 - Did the student teacher provide for higher order thinking levels?
-

MODELING

- Did the student teacher model the objective for the pupils?
- Was the visual input accompanied by verbal input?

CHECKING FOR UNDERSTANDING

- Did the student teacher check regularly to make sure all pupils understood the lesson?
 - What strategies did the student teacher use to check for understanding?
-

GUIDED PRACTICE

- Did the pupils practice their learning through some form of observable behavior?
- Was the practice directly related to the objective?
- Did the student teacher monitor each pupil's practice of the learning?
- Did the student teacher re-teach the objective when and where necessary?
- Were accommodations made for students? (i.e. differentiated curriculum)

INDEPENDENT PRACTICE

- Did the student teacher assign practice based on the day's lesson?
- How was the learning evaluated? What evidence was available at the close of the lesson?

CLOSURE

- How did the student teacher end the lesson? How did it all come together for the students? (i.e. what connections were made?)

ASSESSMENT/REFLECTION

- How well did the students perform? Did the student teacher evaluate students' performance after completion of the lesson?
- Did reflection occur (i.e. reaching the teaching objective and an overall reflection/evaluation of this lesson)?

GRAND VALLEY STATE UNIVERSITY
 BASIC COMPETENCY FORM FOR TEACHING EFFECTIVENESS
 For EDS 471 / 472: Special Education Student Teaching
 Endorsement Area _____

Name of Student Teacher _____

Name of Cooperating Teacher _____

Building and System Name _____

Semester and Year _____

Instruction for Completion

Please assign the appropriate letter on the line provided to each of the competencies. Please use the far-left column at mid-term and the remaining column at the close of the semester.

- E** = Exemplary (observed consistently)
- S** = Satisfactory (observed frequently)
- P** = Progress (growth in progress)
- N** = No evidence
- NA** = Not applicable in this setting

By completion of special education Student Teaching, the Grand Valley State University teacher candidate must have addressed each of the following for student outcomes as reflected in the College of Education's Conceptual Framework.

INQUIRING: knows and understands content and pedagogy; is intellectually curious, and is able to test new ideas.

Mid-Term Final

PLANNING

- | | | |
|-------|-------|--|
| _____ | _____ | 1. reviewed individualized Educational Plans (IEPs). |
| _____ | _____ | 2. prepared lesson goals to meet student needs. |
| _____ | _____ | 3. prepared daily objectives and lesson plans one week in advance. |

IMPLEMENTATION

- | | | |
|-------|-------|---|
| _____ | _____ | 4. presented lessons and assignments clearly. |
| _____ | _____ | 5. introduced new concepts using prior knowledge of pupils and provided opportunities for practice. |

ASSESSMENT AND EVALUATION

- | | | |
|-------|-------|--|
| _____ | _____ | 6. used a variety of formal and informal assessment techniques to evaluate student progress (adaptive, academic, behavioral, etc.) |
|-------|-------|--|

KNOWLEDGE OF SUBJECT MATTER AND METHODOLOGY

- | | | |
|-------|-------|--|
| _____ | _____ | 7. demonstrated breadth of knowledge and appeared well informed. |
|-------|-------|--|

- | | | |
|-------|-------|--|
| _____ | _____ | 8. demonstrated knowledge of subjects taught and relayed facts and information accurately. |
| _____ | _____ | 9. demonstrated ability to integrate subject / skill areas |

INSTRUCTIONAL MATERIALS AND RESOURCES

- | | | |
|-------|-------|---|
| _____ | _____ | 10. selected and created instructional materials using a variety of media technologies. |
| _____ | _____ | 11. used school, district, community, and/or REMC resources to appropriately meet student needs and instructional and curriculum standards. |
| _____ | _____ | 12. demonstrated computer knowledge and utilized technology as an integral part of the instructional process. |

PERSONAL CHARACTERISTICS

- | | | |
|-------|-------|---|
| _____ | _____ | 13. exhibited curiosity and creativity. |
|-------|-------|---|

ETHICAL: promotes justice, caring, and concern for others

COMMUNICATION EFFECTIVENESS

- | | | |
|-------|-------|--|
| _____ | _____ | 14. exhibited respect and sensitivity to needs and feelings of others. |
| _____ | _____ | 15. listened attentively and empathetically to others. |
| _____ | _____ | 16. established and maintained effective communication with parents. |

PROFESSIONAL CHARACTERISTICS

- | | | |
|-------|-------|---|
| _____ | _____ | 17. demonstrated a genuine interest in pupils and their education in and out of the classroom. |
| _____ | _____ | 18. demonstrated sensitivity to and understanding of multicultural, environmental, and gender issues. |

PROFESSIONAL CHARACTERISTICS

- | | | |
|-------|-------|--|
| _____ | _____ | 19. demonstrated honesty and integrity. |
| _____ | _____ | 20. demonstrated appropriate humor and tact. |

COLLABORATIVE: fosters, relationships within school, community and profession.

PERSONAL CHARACTERISTICS

- | | | |
|-------|-------|--|
| _____ | _____ | 21. established and maintained a safe, positive classroom climate. |
| _____ | _____ | 22. anticipated and responded to classroom problems and behaviors in a fair and consistent manner. |
| _____ | _____ | 23. maintained high appropriate expectations, equitable treatment, and fostered self-esteem for pupils regardless of races, cultures, and genders. |

COMMUNICATION EFFECTIVENESS

- | | | |
|-------|-------|--|
| _____ | _____ | 24. communicated effectively through verbal and non-verbal means. |
| _____ | _____ | 25. spoke clearly using conventional grammar, diction, volume, and pacing. |

_____ 26. wrote clearly using conventional grammar, spelling, and penmanship style.

PROFESSIONAL CHARACTERISTICS

_____ 27. established rapport and collaborated with peers and extended school staff.

_____ 28. accepted the legal and ethical responsibilities of teaching.

_____ 29. followed district and school policies.

_____ 30. served as an appropriate role model for pupils.

_____ 31. remained receptive to suggestions for increased effectiveness.

PERSONAL CHARACTERISTICS

_____ 32. demonstrated dependability and punctuality.

_____ 33. exhibited industriousness and initiative.

DECISION-MAKER: uses knowledge to analyze situations, address problems, and reflect on the outcomes.

IMPLEMENTATION

_____ 34. used knowledge of research-based questioning skills, and provided experiences which develop critical and creative thinkers.

_____ 35. provided opportunities for differences in learning styles and multiple intelligences.

_____ 36. used a variety of methods appropriate to the level of the students in the class, including cooperative learning strategies.

_____ 37. provided for active pupil participation individually and cooperatively.

_____ 38. motivated pupils in an interesting manner.

_____ 39. recognized pupil disinterest and adjusted teacher behavior.

_____ 40. demonstrated proficiency in leading large group instruction.

_____ 41. demonstrated proficiency in leading small group instruction.

ASSESSMENT and EVALUATION

_____ 42. modified instruction based on assessment diagnosis and evaluation of pupil progress.

TEACHING-LEARNING ENVIRONMENT

_____ 43. provided opportunities for all pupils to experience success in a positive, safe environment.

_____ 44. organized routines and procedures which promoted greater time on task.

_____ 45. assisted pupils in making smooth transitions between activities.

PROFESSIONAL CHARACTERISTICS

_____ 46. relayed a sense of enthusiasm for learning.

_____ 47. appeared confident in roles of classroom management/instruction.

_____ 48. sought opportunities for continuous improvement of skills.

_____ 49. evaluated self realistically, sought ways to improve, and set personal and professional goals.

PERSONAL CHARACTERISTICS

_____ 50. demonstrated appropriate persona adjustment, stress management, and remained routinely healthy and energetic.

_____ 51. demonstrated qualities of flexibility, adaptability, and organization.

_____ 52. conveyed a sense of satisfaction about his/her decision to become a teacher, and displayed a genuine interest in the teaching profession.

Please complete at mid-term:

Does the student show potential for successful completion of Student Teaching? Yes ___ No ___

Comments:

Mid-Term: Signature of Cooperating Teacher _____

Date: _____

Mid-Term: Signature of Student Teacher _____

Date: _____

Final: Signature of Cooperating Teacher _____

Final: Signature of Student Teacher _____

Date: _____

Should this student be recommended for endorsement? Yes ___ No ___

Student Teaching Evaluation

PLEASE TYPE

Name Student Teacher _____ Semester/Year _____

School District _____ School Building _____ City _____ State _____

Provide a summary description of the student teacher's performance related to the INTASC Standards:

The Candidate's understanding of the Learner and Learning: Learner Development; Learner Differences; and Learning Environments

The Candidate's understanding of Content: Content Knowledge; Application of Content; Assessment; Planning for Instruction; and Instructional Strategies

The Candidate's understanding of Professional Responsibility: Professional Learning and Ethical Practice; and Collaboration and Leadership

This candidate has successfully completed student teaching: ___ yes ___ no

Cooperating Teacher: _____
(Please print name)

Cooperating Teacher: _____
(Signature) (Title) (Date)